

**TWO YEAR ROLLING PROGRAMME CYCLE A
2024-2025**

Year group/ Term	1	2	3	4	5	6
EYFS, 1 & 2	How am I making history? 1) L P: To develop an understanding of personal chronology. 2) LP: To develop an understanding of personal chronology. 3) LP: To develop an understanding of personal chronology. 4) LP: To develop an understanding of personal chronology. 5) LP: To develop an understanding of personal chronology. 6) LP: To develop an understanding of personal chronology.		How have toys changed? 1) L P: To discuss a favourite toy. 2) LP: To find out what toys our parents and grandparents played with. 3) LP: To investigate what toys were like up to 100 years ago. 4) LP: To compare toys from the past with modern toys. 5) LP: To investigate how teddy bears have changed over time. 6) LP: To know how toys have changed over time.		How have explorers changed the world? 1) LP: To know what an explorer is. 2) LP: To recognise the achievements of different explorers. 3) LP: To record events on a timeline. 4) LP: To use photographs to find out about the past. 5) LP: To recognise changes and similarities (continuities) over time. 6) LP: To describe the significance of some people and events within history.	
3 & 4	British history 2: Why did the Romans settle in Britain? 1) LP: To understand why the Romans invaded Britain. 2) LP: To create a visual interpretation of Boudicca. 3) LP: To understand how Roman soldiers were equipped for war. 4) LP: To understand Roman army battle formations.		British history 3: How hard was it to invade and settle in Britain? - the Anglo-Saxons 1) LP: To understand why the Anglo-Saxons invaded Britain. 2) LP: To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.		How did the achievements of the Ancient Maya impact their society and beyond? 1) LP: To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest. 2) LP: To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.	

	5) LP: To make inferences about life in Roman times. 6) LP: To identify the Roman legacy in Britain.		3) LP: To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. 4) LP: To understand how Anglo-Saxons converted to Christianity. 5) LP: To create an interpretation of Alfred the Great. 6) LP: To understand how Anglo-Saxon rule ended.		3) LP: To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios. 4) LP: To develop recording skills through exploration of Ancient Maya inventions. 5) LP: To make deductions about an Ancient Maya city by exploring archaeological evidence. 6) LP: To analyse historians' viewpoints on the decline of the Ancient Maya cities.	
5 & 6	British History 4: Were the Vikings traders, raiders or something else? 1) LP: To explain when and why the Vikings came to Britain. 2) LP: To evaluate Viking stereotypes using sources. 3) LP: To investigate the importance of Viking trading routes. 4) LP: To compare different versions of Viking sagas and create a saga. 5) LP: To evaluate the impact of the Viking invasions and settlements on local		British history 5: What was life like in Tudor England? 1) LP: To use different types of evidence to interpret the character of Henry VIII. 2) LP: To make deductions about Anne Boleyn from a range of primary and secondary sources. 3) LP: To understand why Henry VIII had many wives. 4) LP: To extract evidence from primary sources about the Royal Progresses of Elizabeth I.		British history 6: What was the impact of World War II on the people of Britain? 1) LP: To understand the causes of World War 2. 2) LP: To understand how the Battle of Britain was won. 3) LP: To make inferences about the Blitz using images. 4) LP: To understand the emotions and experiences of children during the evacuation.	

	communities in Britain using primary sources and case studies. 6) LP: To evaluate achievements of the Vikings.		5) LP: To reconstruct a Royal Progress using a range of primary sources. 6) LP: To make deductions about the people in Tudor England using inventories. 7) LP: To create a realistic inventory for a person living in Tudor times.		5) LP: To evaluate the accuracy and reliability of sources. 6) LP: To identify the impact of WW2 on women's lives. 7) LP: To explain why migrants come to Britain.	
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**TWO YEAR ROLLING PROGRAMME CYCLE B
2025-26**

EYFS, 1 & 2	How was school different in the past? 1) LP: To find out how schools have changed over time. 2) LP: To investigate what school was like in the past. 3) LP: To investigate what schools were like in the 1900s. 4) LP: To compare a modern classroom with a classroom 100 years ago. 5) LP: To compare three periods of time. 6) LP: To express a personal response to history.		How did we learn to fly? 1) LP: To find out about the Wright brothers. 2) LP: To develop an understanding of historical significance. 3) LP: To investigate why Bessie Coleman is significant. 4) LP: To develop an understanding of primary sources. 5) LP: To investigate why we remember the Moon landing. 6) LP: To place events on a timeline.		What is a monarch? 1) LP: To describe what a monarch is. 2) LP: To explain why coronations take place. 3) LP: To explain how William the Conqueror became King of England. 4) LP: To identify how William the Conqueror built castles while ruling England. 5) LP: To identify features of a castle that would be effective when defending against attacks.	
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3 & 4	How have children's lives changed? 1) LP: To identify how children's lives have changed using a range of sources. 2) LP: To understand why children worked in Tudor times and what working conditions were like. 3) LP: To understand the types of jobs Victorian children had and their working conditions. 4) LP: To understand how Lord Shaftesbury changed children's lives. 5) LP: To understand how and why children's leisure time has changed. 6) LP: To understand which diseases children caught and how they were treated.		What did the ancient Egyptians believe? 1) LP: To know when and where the ancient Egyptians lived. 2) LP: To explain the importance of the Egyptian gods and goddesses. 3) LP: To evaluate the challenges of building an Egyptian pyramid. 4) LP: To explain how and why the Egyptians mummified people. 5) LP: To make inferences about Egyptian beliefs, using primary sources. 6) LP: To evaluate significant ancient Egyptian beliefs.	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? 1) LP: To recognise that prehistory was a long time ago and was the beginning of the history of mankind. 2) LP: To use archaeological evidence to learn about prehistoric houses. 3) LP: To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. 4) LP: To explain how bronze transformed prehistoric life. 5) LP: To understand the importance of trade during the Iron Age. 6) LP: To compare settlements in the Neolithic and Iron Age.	
5 & 6	Unheard histories: Who should go on the banknote? 1) LP: To explain the significance of people on banknotes. 2) LP: To decide whether a person is historically significant. 3) LP: To evaluate the significance of historical figures. 4) LP: To explain the significance of		What did the Greeks ever do for us? 1) LP: To understand where and when the ancient Greeks lived. 2) LP: To understand the importance of the Greek gods. 3) LP: To identify similarities and differences between Athens and Sparta.	What does the census tell us about our local area? 1) LP: To use the census to make inferences about people from the past. 2) LP: To use the census to investigate how the lives of people in the past changed.	

	William Tuke. 5) LP: To evaluate the significance of sporting people. 6) LP: To evaluate the significance of historical figures.		4) LP: To understand how Athenian democracy worked. 5) LP: To understand the importance of the ancient Greek philosophers. 6) LP: To identify and explain the achievements of the ancient Greeks.	3) LP: To use primary sources to find out about the working conditions of children in factories. 4) LP: To recreate the thoughts and feelings of Mary Bucktrout. 5) LP: To reconstruct the lives of people in a household using the census. 6) LP: To compare census returns and identify continuities and changes in a household.	
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